DOCUMENT RESUME

ED 142 818 08 CE 012 093

AUTHOR Caudill, Beckham
TITLE Developing Career Education Units. A How To Guide.
INSTITUTION Kentucky Valley Educational Cooperative, Hazard.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 33p.; For related documents see CE 012 085-086, CE 012 089-090, CE 012 093-094, CE 012 096, CE 012 098-099, and CE 012 101-103 ; Contains some small type

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Career Education; *Curriculum Development; *Fused Curriculum; *Guidelines; Intellectual Disciplines; Language Arts; Program Guides; *Teacher Developed Materials; *Units of Study
IDENTIFIERS Kentucky

ABSTRACT

Intended as a guide to instruct teachers how to write career education units for their students, this booklet briefly explains how to incorporate subject area objectives with career education objectives in six steps. A sample unit is included as a reference, and a discussion of five major problems that teachers may encounter during the development concludes the guide. (This booklet is one of several on the development of different components of a career education program.) (BM)

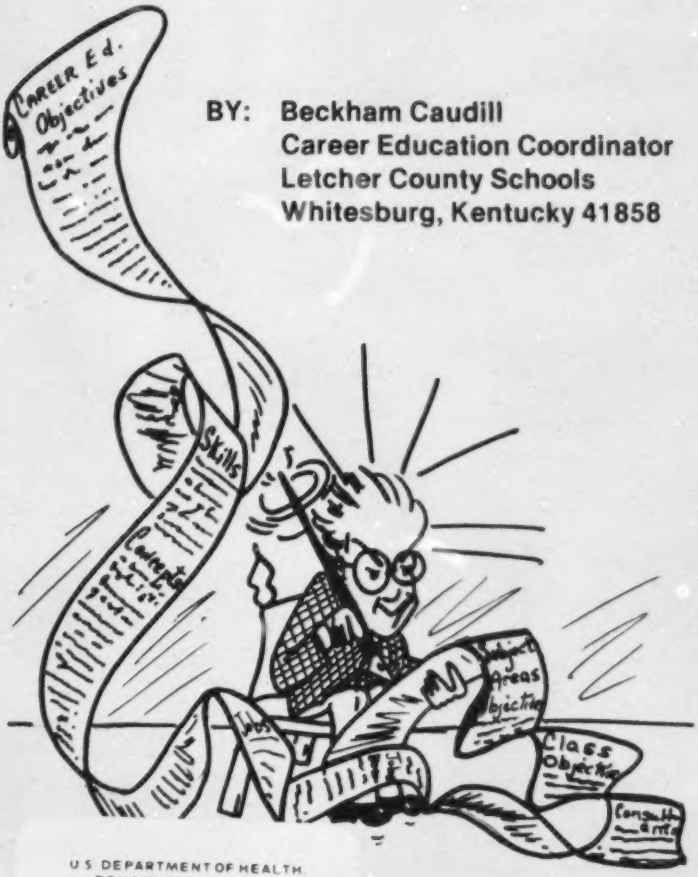
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED14281

Developing Career Education Units

A "HOW TO" GUIDE

BY: Beckham Caudill
Career Education Coordinator
Letcher County Schools
Whitesburg, Kentucky 41858



U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 012 093

Editorial Staff.

Dr. Owen Collins
Director of Career Education Project

Mr. Avery Stidham, Assistant
Mr. Hargus Rogers, Assistant

Kentucky Valley Educational Cooperative
Hazard, Kentucky 41701

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

DISCRIMINATION PROHIBITED: *Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.*

AFTER READING THIS GUIDE YOU WILL BE ABLE TO:

DEVELOP A CAREER EDUCATION UNIT RELEVANT TO YOUR SCHOOL SYSTEM

INTRODUCTION:

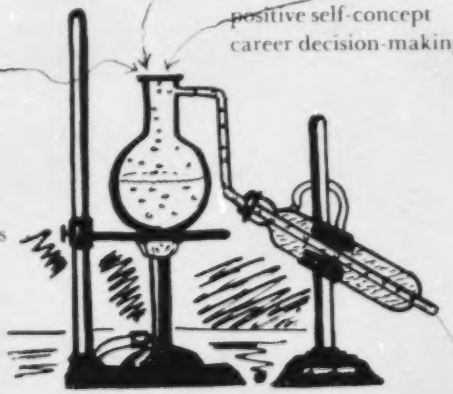
The purpose of this guide is to provide teachers with a practical approach to writing career education units for use with their students.

This document will show you how to incorporate subject area objectives with career education objectives through exciting activities which will help your students learn better.

Pick a *subject area* objective such as in:
language arts, math,
science, social studies

Pick a *career education* objective such as in:
economic awareness
human relations
career awareness
work attitudes
educational awareness
positive self-concept
career decision-making

Pick appropriate *learning activities* such as:
interviews
field trips
resource persons
simulation
role-playing
hands-on activities
work experience



Carefully mix, blend, and distill and you will have a:

CAREER EDUCATION UNIT

STEP ONE:

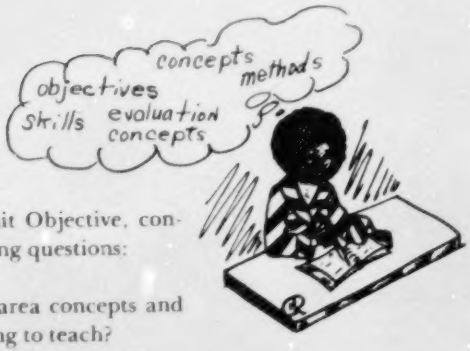
Formulate a UNIT OBJECTIVE:

Here's "how to":

1. Keep in mind that Unit Objectives are general in nature; they are meant to establish overall direction for the unit.

2. Your Unit Objective will provide an overview of the following:

   *concepts
   *methods
   *skills
   *acitivties
   *types of evaluation



3. In writing a Unit Objective, consider the following questions:

   *What subject area concepts and skills am I trying to teach?
   *What are my local resources?
   *What do I expect my students to learn from this unit?
   *How can I know if they learned it?
   *What activities would be useful?
   *How can career education objectives be met?

4. Write a brief statement of the overall flavor of the unit. Don't worry about being too specific at this point.

HERE'S A UNIT OBJECTIVE ONE OF OUR TEACHERS WROTE:

The eighth grade students at Colson Elementary School will gain an increased knowledge of the Construction Cluster as they study the various jobs and skills needed in the construction industry as they build and wire a home. Through research, interviews, field trips, simulation, and hands-on-experiences, they will become aware of the work, rewards, advantages, and disadvantages associated with occupations in construction. Students' competence will be determined by oral and written examinations, devised by teachers and oral and written reports.

WHY DON'T YOU TRY TO WRITE ONE HERE?

STEP TWO:

Write your SUBJECT AREA OBJECTIVE(S):

Here's "how to":

1. In devising Subject Area Objectives, correlate subject area concepts and skills with world of work concepts and skills.

2. For example, if you are teaching concepts and skills for computing rates of interest, correlate these with concepts and skills used in various occupations, such as banking, insurance, and business.

3. State Subject Area Objectives in performance terms and include types of evaluation you will use for each objective.

HERE ARE THREE EXAMPLES OF SUBJECT AREA OBJECTIVES:

ENGLISH: At the conclusion of the unit on the bank, ninety percent (90%) of the third grade students at _____ Elementary School will score eighty percent (80%) or better on a teacher-

devised test on the meaning of twenty "new" words which relate to the bank.

SCIENCE: At the conclusion of the unit on natural resources, ninety-five percent (95%) of the seventh and eighth grade students at _____ Junior High School will be able to describe – in writing – the formation of coal and the different stages of coal formation. Also, the students will be able to determine the age of trees and describe the effects of coal and wood industries on our environment.

ART: At the conclusion of the unit on health services, one hundred percent (100%) of the seventh grade students at _____ Junior High School will be able to plan a dietetic menu and prepare and display posters demonstrating "You Are What You Eat."

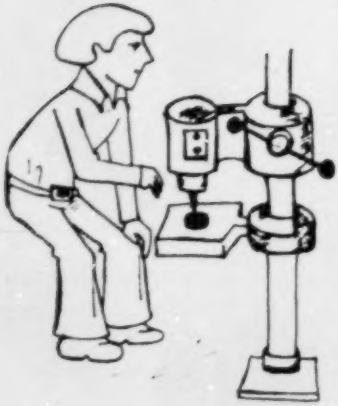
THE SPACE BELOW IS FOR YOU TO WRITE YOUR OWN SUBJECT AREA OBJECTIVE

STEP THREE:

Write your CAREER EDUCATION OBJECTIVE(S).

Here's "how to":

1. Using the various career education objectives for your school system, find the objective(s) which:
   - *Can be met through the basic approach outlined in the Unit Objective and in the Subject Area Objective(s).
   - *Reinforce the learning to take place under the Subject Area Objective.



What skills will I need?

2. State Career Education Objectives in performance terms, as you did for Subject Area Objectives. Indicate what the student will be able to do, under what conditions, and to what level of proficiency.

3. In writing these objectives, you may wish to consider career education concepts and skills in any one or more of the following areas:
   - *Decision-making: a career education skill that helps students define their values, confront alternatives, explore themselves and the world of work, identify occupational clusters in which they desire careers and identify educational requirements, skills, and training necessary for positions in these clusters and relate these requirements to their personal goals, characteristics, and skills, and make tentative decisions about their future.

*Economic awareness: a career education concept that enables students to better understand the process of earning, spending, and valuing money.

*Positive attitudes toward all kinds of work: a career education concept which emphasizes to students that *all* work is important.

*Educational awareness: a career education concept which helps students to understand the preparation they need before entering different careers.

*Career awareness: a career education concept which helps students to become aware of the fifteen occupational clusters and the different levels of occupations in each cluster.

*Human relations: a career education skill which helps students to "get along with" others while *on* and *off* the job.

*Positive self concept: a career education concept which helps students to identify their interests and abilities and to realize that they are *good* at doing some kind of work.

WHY NOT TRY YOUR HAND AT WRITING
A CAREER EDUCATION OBJECTIVE?

HERE ARE SOME CAREER EDUCATION OBJECTIVES WRITTEN BY OUR TEACHERS:

*Economic awareness: By the end of the seventh grade, one hundred percent (100%) of the students at Whitesburg Middle School will be able to plan a budget for a family of three for six months with an income of $3,500 during that period.

*Decision-making: By the end of the first grade, one hundred percent (100%) of the students at Whitesburg Elementary School will set a simple goal and work toward accomplishing that goal.

Now answer this question:

Do you want to know more about career education concepts and skills you might use to write career education objectives?

_____NO: **_____YES:**

Write: Dr. Owen Collins
Kentucky Valley Educational Cooperative
325 Broadway
P.O. Box 1118
Hazard, Kentucky 41701

Turn the page for Step Four!

STEP FOUR:

Select appropriate ACTIVITIES:

Here's "how to":

1. Based on the Subject Area Objectives and Career Education Objectives, determine what kinds of career education learning ACTIVITIES might be most effective. Career education activities are endless. Here are some examples:

*Communication to parents: a brief letter is sent to all parents which outlines the activities of the unit; invites them to be resource persons; secures their permission for field trips on a stated date, time, and place.

*Field trips: students are taken to visit work sites in the community, to talk with workers, and to see first-hand how basic skills are needed on the job.

*Hands-on-experience: students obtain actual experience by doing specific tasks of different workers. (i.e. students may work in restaurants as waiters/waitresses; in offices as secretaries; in schools as custodians, teachers, principals; in places of business as a floral designer, salesperson, etc.). Again, they learn first-hand how basic skills are needed on the job.

*Role-playing: Used primarily in awareness, this activity provides vicarious experiences and added involvement for students. For a short time students have an opportunity to be a doctor, lawyer, bricklayer, carpenter, salesperson, etc. In participating in this activity, students can compare their characteristics, lifestyles, attitudes, traits, etc., to those of others.

*Simulation: students can receive hands-on-experience in this activity when it is difficult to schedule off campus field trips or other related activities. (i.e. In a unit on Hospitality and Recreation, students can simulate a restaurant in a section of the lunchroom and build a portable stage for their entertainment area.)

*Resource persons: students can gain more knowledge and understanding about different occupational clusters by talking with and interviewing people in different careers and by learning how these people prepared themselves for their careers.

*Audio-visual aids: includes films, records, cassettes, pictures, etc., which are effective tools in teaching students about career education.

*Other equipment and materials: includes a listing of all other equipment materials needed in teaching a career education unit. (i.e. a unit on "The Post Office" might require specific tools used by the mail carrier and other post office personnel, such as a mail bag, mailbox, uniform, letters, packages, etc.)

2. Describe your selected activities in enough detail so that you're sure what to do and how it will help reach your learning objectives.

HERE'S AN EXAMPLE OF SOME LEARNING ACTIVITIES FOR THE ENGLISH SUBJECT AREA OBJECTIVE YOU SAW ON PAGES 3 AND 4:

Subject Area Objective:

At the conclusion of the unit on the bank, ninety percent (90%) of the third grade students at _____ _____ Elementary School will score eighty percent (80%) or better on a teacher-devised test on the meaning of twenty "new" words which relate to the bank.

Career Education Objective:

At the conclusion of the unit on the bank, eighty-five percent (85%) of the third grade students at _____ _____ Elementary School will be able to name a minimum of ten (10) different workers in a bank and explain the responsibilities of each worker.

Learning Activities:

Communication to parents:

At the beginning of the unit on banking, one hundred percent (100%) of the third grade students at _____ Elementary School will write letters to their parents – with assistance from the teacher – which outline the activities of the unit, invite them to be resource persons; secure their permission for a field trip to the First National Bank, Whitesburg, Kentucky, to gain first-hand knowledge of the roles of each bank employee on Monday, November 29, 1976.

Field Trips:

At the conclusion of the unit on banking, one hundred percent (100%) of the third grade students at _____ Elementary School will visit the First National Bank of Whitesburg, Kentucky, talk with the workers in the bank, see first-hand what basic skills the workers must have in their work, and learn about basic banking procedures (i.e. how to open a savings and a checking account, how to borrow money, etc.)

Simulation:

At the conclusion of the unit on banking, one hundred percent (100%) of the third grade students at _____ Elementary School will gain hands-on-experience as they simulate a bank in the classroom.

What other activities could *you* suggest that might help reach the same objectives?

STEP FIVE:

Design appropriate EVALUATION STRATEGIES:

Here's "how to":

1. Going back to each of your Objectives, recall the need for evaluation. Perhaps you stated a method there. If not, or if you want to change, there are a number of ways to evaluate. No one way fits best for all situations. You need to be CrEaTiVe!

Things you could do:

- *Pre-test and post-test using standardized or teacher-devised tests.
- *Oral and written reports
- *Demonstration of skills
- *Class discussion
- *Ability to work co-operatively in groups
- *Students' and parents' evaluation of unit
- *Principal's and other teachers' evaluation of unit

STEP SIX:

PUT IT ALL TOGETHER:

UNIT OBJECTIVE
SUBJECT AREA OBJECTIVE(S)
CAREER EDUCATION OBJECTIVE(S)
ACTIVITIES
EVALUATION

Want to see what one lool s like?

TURN THE BAGE.....

FINE ARTS and HUMANITIES

I. Unit Objective

The eighth grade students of Hyden Elementary School will gain an increased knowledge of the Arts and Humanities occupational cluster as they study the development of the Frontier Nursing Service and write and present an outdoor drama depicting the life of Mary Breckinridge. Through research, interviews, field trips, simulation, and hands-on-experience, they will become aware of the work, rewards, advantages, and disadvantages associated with occupations in Arts and Humanities. Students' competence will be determined by oral and written examinations devised by teachers, and oral and written reports.

II. Subject Area Objectives

A. ART

1. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will visit backstage prior to an outdoor drama and interview actors regarding costume design, construction, make-up, lighting and special effects.
2. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will demonstrate drawing and painting techniques in preparation of stage props.
3. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will demonstrate skill in costume design and construction, make-up, fighting, and special effects.
4. One hundred percent (100%) of the eighth grade class at Hyden Elementary School will observe resource people from the community demonstrate how to make costumes needed for an early American setting.

B. ENGLISH

1. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study *Wide Neighborhoods*, written by Mary Breckinridge, and F. N. S. *Quarterly Bulletins*, in preparation for writing an outdoor drama.
2. One hundred percent (100%) of the eighth grade class at Hyden Elementary will conduct interviews with present and past F. N. S. staff members.
3. One hundred percent (100%) of the eighth grade class at Hyden Elementary will view films pertaining to the development of Hyden: "The Forgotten Frontier," "The Road," and "Ruth Houston."

4. One hundred percent (100%) of the eighth grade class at Hyden Elementary will interview local citizens who knew Ruth Houston.
5. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study playwriting techniques.
6. One hundred percent (100%) of the eighth grade class at Hyden Elementary will take a field trip to view an outdoor drama.
7. One hundred percent (100%) of the eighth grade class at Hyden Elementary will write mini-plays.
8. One hundred percent (100%) of the eighth grade class at Hyden Elementary will practice human relations techniques while practicing with each other during the play practice.
9. One hundred percent (100%) of the eighth grade class at Hyden Elementary will write a one-act play about Mary Breckinridge.
10. One hundred percent (100%) of the eighth grade class at Hyden Elementary will conduct research on costuming, design, and special effects.
11. One hundred percent (100%) of the eighth grade class at Hyden Elementary will practice letter-writing skills.
12. One hundred percent (100%) of the eighth grade class at Hyden Elementary will present the play during the Mary Breckinridge Festival in October.

C. MATH

1. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study ratio and proportion as it relates to set-building and stage design.
2. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study square and cubic measures as it relates to the dimensions of a theater.
3. One hundred percent (100%) of the eighth grade class at Hyden Elementary will help design and construct a scale model of an outdoor theater.
4. One hundred percent (100%) of the eighth grade class at Hyden Elementary will help design and construct stage scenery and props.
5. One hundred percent (100%) of the eighth grade class at Hyden Elementary will design a scale model of the landscaping of the theater area.

D. MUSIC

1. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study traditional mountain music, vocal and instrumental.
2. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study traditional mountain folk dances.
3. One hundred percent (100%) of the eighth grade class at Hyden Elementary will perform, as part of the outdoor drama, traditional mountain music.
4. One hundred percent (100%) of the eighth grade class at Hyden Elementary will perform traditional mountain folk dances as part of the outdoor drama.
5. One hundred percent (100%) of the eighth grade class at Hyden Elementary will study music composed expressly for the outdoor drama.
6. One hundred percent (100%) of the eighth grade class at Hyden Elementary will perform music composed expressly for the outdoor drama.

E. READING

1. One hundred percent (100%) of the eighth grade class at Hyden Elementary will read, *Wide Neighborhoods*, F. N. S. *Quarterly Bulletin*, and old issues of "The Thousandsticks."
2. One hundred percent (100%) of the eighth grade class at Hyden Elementary will make oral reports on the material read.
3. One hundred percent (100%) of the eighth grade class at Hyden Elementary will write reports on the material read.
4. One hundred percent (100%) of the eighth grade class at Hyden Elementary will participate in class discussions.
5. One hundred percent (100%) of the eighth grade class at Hyden Elementary will do library research on the history of Leslie County and the development of Frontier Nursing Service.
6. One hundred percent (100%) of the eighth grade class at Hyden Elementary will participate in teacher-prepared seatwork activities.

F. SCIENCE

1. One hundred percent (100%) of the eighth grade class at Hyden Elementary School will do a study of the topography of Leslie County to determine the best location for the outdoor theater.
2. One hundred percent (100%) of the eighth grade class at Hyden Elementary School will help design and build an outdoor theater with emphasis being placed upon the retention of the natural setting.
3. One hundred percent (100%) of the eighth grade class at Hyden Elementary School will do plans for landscaping the theater area.
   (a) make choices of the trees and shrubs to retain.
   (b) make choices of trees and shrubs to be planted.

G. SOCIAL STUDIES

1. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will study the history of Leslie County and the development of the F. N. S. for the purpose of gathering background material for the writing and production of an outdoor drama.
2. One hundred percent (100%) of the eighth grade students at Hyden Elementary will make a scrapbook of the history of Leslie County and the development of the F. N. S. (This will be left in the library for future use.)
3. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will make a field trip to the scene of the Hurricane Mine Disaster to gather background material for writing the outdoor drama.
4. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will do a comparative study of Leslie County, tracing its history back to the inception of the F. N. S. Changes in jobs and lifestyles will be stressed.

H. SPEECH AND DRAMA

1. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will study play production skills.
2. One hundred percent (100%) of the eighth grade students at Hyden Elementary will study basic acting skills.
3. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will view an outdoor drama.
4. One hundred percent (100%) of the eighth grade students at Hyden Elementary School will participate in the production of "The Mary Breckinridge Story."
5. One hundred percent (100%) of the eighth grade students at Hyden Elementary will participate in an oral criticism of the outdoor drama following its presentation.

III. Career Education Objectives*

**The following pages are concepts and national goals in Career Education. Teachers may change activities, resource persons, and evaluation methods to meet their specific needs. It is not expected that a teacher would do all seven concepts and skills in each unit, nor do all that are included under any one concept or skill. MERELY SUGGESTIONS.*

CAREER AWARENESS

GRADE LEVEL : 8

Goal : To assist students in increasing their career awareness.

Sub-Goal : To assist students in understanding the relationship between interests and abilities and career clusters.

Suggested Objectives :

1. By the end of the eighth grade, the student will have explored at least two career clusters of his choice—doing an in-depth study of particular job families and specific job titles within the family. (Note: Previous learnings should provide the base for the student to narrow his choice to a particular job title within a job family. This is not necessarily meant to construe that this would be his final career choice.)
2. By the end of the eighth grade, the student will identify his/her personal traits, interests, and abilities.
3. By the end of the eighth grade, the student will do a self-analysis in relation to the job explored.
4. By the end of the eighth grade, the student will recognize factors to consider in deciding on selected careers.

Suggested Activities :

1. Have students do a personal inventory identifying his/her personal assets and liabilities as they relate to employment.
2. Have students list various jobs in which they may be interested; make a chart using the job listings, and under each heading name the skills that might be required for that particular job.
3. Have students use an occupational kit and interview persons successful in their field.
4. Have students study occupational briefs to determine duties to be performed, advantages and disadvantages of the job, working conditions, personal qualities required and qualifications for employment.
5. Have students investigate literature and media concerning various jobs.
6. Take students on field trips to related businesses.
7. Have students make a career file.
8. Students will be asked to identify and make an occupational listing of undesirable, demeaning and unimportant jobs, according to their personal views. They will place special emphasis on the relative importance of each of these careers, the contribution of—and the necessity of—each to society.

Evaluation : 1. The student will develop a notebook or folder containing information which he has collected or developed related to the jobs explored. Evaluate the folder or notebook based on the adequacy of development.
2. Students will be asked to identify from a list of undesirable jobs the ones toward which attitudes have changed (from negative to positive).

DECISION-MAKING

GRADE LEVEL : 8

Goal : To assist students in developing decision-making skills.

Sub-Goal : To assist students in applying a decision-making process to the study of careers.

Suggested Objectives :
1. By the end of the eighth grade, students will be knowledgeable of at least three careers that will be open to them, if they desire to pursue these careers.
2. By the end of the eighth grade, students will be aware of the fifteen job clusters and at least five of the sub-listings of these fifteen job clusters.
3. By the end of the eighth grade, students will be able to acknowledge why they should be reassessing previous career decisions.

Suggested Activities :
1. Games designed for the student showing decision-making and values will be used to make the student more aware of decision-making. Mock situations will be set up so that decision-making will become clearer.
2. Students will list twenty-five jobs available in their area. Each child will then choose five from this list that appeal to him/her. They will list the requirements, advantages, disadvantages, schooling necessary, and salary. Then, they will choose the one that they prefer the most and give an oral report to the class stating his/her reasons.
3. Each student will assume that he/she is qualified to hold one job in each job cluster. In a written report he/she will choose one job and state how he/she became qualified.

4. The class will role-play a job interview and use the interviewer and interviewee. One question to be considered, "Why did you apply for this job?"
5. A class discussion will be held on how decision-making enters into such fields as the election of class officers, cheerleaders, and team captains.
6. Each student will carry a paper for one school day and try to write down (on the spot) all the decisions that he/she makes. The student will later review his/her paper to see if a different decision should have been made and if so, what the result would have been.

Suggestions For Evaluation : 1. Teacher evaluation will be made of wise decisions in each given instance.

ECONOMIC AWARENESS

GRADE LEVEL : 8

Goal : To assist students in increasing their economic awareness.

Sub-Goal : To make the students aware of the cost of training compared to the expected income.

Suggested Objectives :
1. By the end of the eighth grade, each student will be able to explore the cost of entering and plan an itemized budget of the cost for each of three occupations of his/her interest.
2. By the end of the eighth grade, each student will be able to compare the cost and income of each of the three occupations and name the advantages and disadvantages of each.

Suggested Activities :
1. Have a class discussion on the importance of keeping an itemized list of expenditures of the occupations of their interest.
2. Have each student interview a resource person related to the occupation of the student's interest and find the cost of training for the occupation.

3. Have a class discussion on the formulation of a budget.
4. Have each student discuss the comparison of the cost of training and income for the three occupations of his/her choice.
5. Have each discuss the advantages and disadvantages of the three occupations that he/she has selected.

Suggestions For Evaluation

1. Have each student to plan a budget for the cost of entering one occupation.
2. Have each student list five advantages and five disadvantages of the occupation.

EDUCATIONAL AWARENESS

GRADE LEVEL : 8

Goal : To assist students in increasing their educational awareness.

Sub-Goal : To help students identify various lifestyles and the conditions determining those styles.

Suggested Objectives

1. By the end of the eighth grade, students will be aware of different lifestyles.
2. By the end of the eighth grade, students will have gained an awareness of the conditions that determine various lifestyles – education, ability, attitude, ambition, drive, status, etc.

Suggested Activities

1. Have each student interview his or her own parent, using a format devised by the class, keeping the name of the person interviewed private.
2. Conduct in class "on-the-spot" interviews of a retired person on a fixed income, a disabled individual, a self-employed business executive. After the interviews, discuss their apparent lifestyles and the conditions that determined them.
3. View the following television series and compare and contrast lifestyles: (1) *Apple's Way*; (2) *Good Times*;

(3) *All in the Family;* (4) *Maude;* (5) *Mary Tyler Moore;* (6) *Rhoda;* and (7) *Little House on the Prairie.*

4. Students will prepare a chart of various occupations showing income, outlook, opportunities for advancement, type of work, hours, etc.
5. Each student will keep a notebook in which they will record the different occupations and notes on the lifestyles of persons with whom they come into contact.
6. Each student will select any one person whom they feel has influenced their lives, or whom they admire. They will complete research projects to consider how the economic, social, and educational aspects have affected his/her life and career.

Suggestions For Evaluation :

1. Have each student list the things that he/she feels the school can do to widen the number of future opportunities for him/her.
2. Write a paragraph from the viewpoint of the various lifestyles explaining the conditions that determine them.
3. Draw up a chart on careers, giving the name of the career, the educational requirements, the advantages, the disadvantages, the salary scale, and the lifestyle that these careers usually provide.

HUMAN RELATIONS SKILLS

GRADE LEVEL : 8

Goal : To assist students in increasing their human relations skills.

Sub-Goal : To help students relate human relations skills to career clusters.

Suggested Objectives :

1. By the end of the eighth grade, students will be able to recognize acceptable personal attitudes (loyalty, cooperation, honesty, etc.) and to describe how these attitudes affect school relationships.
2. By the end of the eighth grade, students will be able to identify social attitudes: acceptance of people for what

they are; respect for the rights of others; consideration of others.

3. By the end of the eighth grade, students will be able to understand employer employee relationships and interpersonal relationships between co-workers.
4. By the end of the eighth grade, students will become increasingly aware of the fact that human relations skills are indispensable to success in any selected career.

Suggested Activities

1. Role-playing situations displaying unacceptable behavior—showing off, talking all the time, interrupting conversation, gossiping, boisteriousness.
2. Present skits a second time, but display acceptable behavior.
3. Construct bulletin board, poster or collage, illustrating acceptable personality traits.
4. Analyze the traits of a teenager on television, as in *The Partridge Family* or *The Brady Bunch*. Point out the qualities that made him/her popular.
5. Observe audio-visuals and read literature relating to personal attitudes.
6. Make an acrostic of the word Friendship and beside each letter write words which describe the kind of friends the students likes. Example: F-Forgiving, Friendly.
7. Interview an employer or personnel manager to discuss on-the-job attitudes of both worker and employer.
8. Role-playing situations involving employee under such conditions as being consistently late or vice versa, untidy looks, etc.
9. Observe public servants (people who serve the public). Describe their attitudes and determine if they are successful workers.
10. Conduct human relations experiment. "For one day" put yourself in another's shoes.
11. List some words that become name-calling labels. Discuss the impact of these words on a victim.

Suggestions For Evaluation

1. Each individual will engage in a self-appraisal of his/her change in attitude and concepts as they relate to other individuals. Illustrate in writing personal experiences of social attitudes that he/she has become aware of, that were weaknesses or strengths in his/her own behavior, and ways used in coping with them.

POSITIVE ATTITUDES TOWARD ALL TYPES OF WORK

GRADE LEVEL : 8

Goal : To assist students in developing positive attitudes toward all types of work.

Sub-Goal : To assist students in understanding the impact of work in one's life and the resulting need to make a meaningful career choice.

Suggested Objectives :

1. By the end of the eighth grade all students will be aware that all work has dignity and honor and that there is a personal satisfaction in doing a job successfully.
2. By the end of the eighth grade, students will broaden their understanding of work as being a means of economic security, providing the luxuries, as well as the necessities of life.
3. By the end of the eighth grade, the students will develop their understandings of how social contacts made through work make other aspects of life more satisfying.
4. By the end of the eighth grade, students will have an awareness of work as a vehicle toward expression of individuality and creativity and a contribution to his or her total personality.

Suggested Activities :

1. Invite one or two people into the classroom who are engaged in interesting and personally rewarding occupations. Have the visitors tell the students what it is about their job that makes it interesting and rewarding and how they happened to choose their job.
2. Play the word association game. List the following words on the board: work, job, money, creativity, service, responsibility, accomplishment. Have students give their immediate reaction to these words and record their reactions on the board. Note their negative reactions to such words as: "work" and "job" and their positive reactions to such words as: "money" and "creativity." Lead the students to examine their various reactions.
3. Provide a list of available jobs for hands-on exper-

iences. Allow them a choice of one job to pursue for at least one hour. Discuss in class their experience and their feeling toward the job choice.

4. Ask the students to research and share with the class examples of people they find who have chosen lesser paying occupations because of their desire to be creative, to serve others or because they preferred rural to city life – (Dr. Schweitzer, Nelson Rockefeller, and John F. Kennedy). Point out that success in a career is not determined by fame or money; but finding a vocation which satisfies one's values.

Suggestions For Evaluation

1. Measure their responses in writing a composition relating to their attitudes concerning work.
2. Students will prepare a folder of persons who chose careers motivated by satisfaction of values, rather than for fame or monetary reasons.

POSITIVE SELF-CONCEPTS

GRADE LEVEL : 8

Goal : To assist students in developing positive self-concepts.

Sub-Goal : To help students rate social abilities.

Suggested Objectives

1. By the end of the eighth grade, students will feel more successful and accepted by others in school activities.
2. By the end of the eighth grade, students will realize that all people fail at times and that failure can be helpful if one learns to profit from his/her mistakes.
3. By the end of the eighth grade, students will assess their own importance in the roles they play at home, school, and in the community.

Suggested Activities

1. Do a descriptive writing of self – their fears and confidence during specific situations (joy, sadness, frustration, etc.).
2. Bulletin board displays describing social graces and

using pictures to depict church, parents, peers, community, and school.

3. Present skits on different interpersonal relationships: e.g., arguments with best friends, chatting with friends in a pleasant manner.
4. Improvise games or other social situations that will provide opportunities for experiences in use of the social graces.
5. Keep a personal file or notebook of social situations that were pleasing to them or that disturbed or upset them. In teacher-pupil conferences, think of solutions to those that were disturbing and comment on those that brought satisfactions.

Suggestions For Evaluation

1. Write about an imaginary person explaining his/her thoughts about himself/herself. Read literature of character descriptions and character sketches of individuals portraying social abilities in given situations.
2. Have class discussion on "mistakes and the need to learn from mistakes."

IV. Activities/Methods

A. FIELD TRIPS

1. Summer Theater, Alice Lloyd College
2. Outdoor Drama, Berea College
3. Alternative sites for location of outdoor theater
4. Wendover, home of Mary Breckinridge

B. HANDS-ON-EXPERIENCES

1. Selected students will visit Leslie County Vocational School, Carpentry Division, for hands-on-experience in carpentry skills.
2. Selected students will visit the Alice Lloyd College Summer Theater for hands-on-experience in making costumes, doing stage make-up, building and painting flats, and constructing props.
3. Selected students will go on home visits with an F. N. S. nurse.

C. SIMULATION

1. F. N. S. Clinic
2. Stage Construction

D. ROLE-PLAYING

1. Play Director, directing a scene.
2. Actor, trying out for a part in outdoor drama.
3. Set Designer, explaining designs for outdoor drama.
4. Playwright, telling reasons for writing the drama.
5. Lighting Director, explaining lighting cues.

V. Resources

A. RESOURCE PERSONS

1. Betty Lester, former F.N.S. Nurse and Assistant Director
2. Helen Browne, Director, F.N.S.
3. Anna May January, former F.N.S. Nurse
4. Kate Ireland, Vice-Chairman, F.N.S.
5. Anne Cundle, Field Supervisor, F.N.S.
6. Lucille Knechtley, former Private Secretary to Mary Breckinridge
7. Ruth Morgan, Mrs. Breckinridge's Secretary for the book, *Wide Neighborhoods*
8. Hobert Cornett, Foreman, F.N.S.
9. Alabam Morgan, former Cook, F.N.S.
10. Grace Turnbow, former Mail Clerk, F.N.S., Wendover
11. George Wooton, former Leslie County Judge
12. Lillian Cornett Hayes, F.N.S. Baby, Grown-up
13. Cecil Morgan, Banjo Player
14. Bill Joseph, Banjo Player
15. J. G. Morgan, Guitarist
16. Mrs. Vinegar, Spoon and Washboard Player
17. Director, Summer Theater, Alice Lloyd College
18. Director, "Wilderness Road," Berea College
19. Vance Bowling, Carpenter, Leslie County Vocational School

B. VISIBILITIES

1. Movies
2. Filmstrips
3. Slides
4. Transparencies
5. Posters
6. Charts
7. Bulletin Boards
8. Magazines
9. Maps and Charts

C. MATERIALS AND OTHER EQUIPMENT

1. poster board
2. paints, assorted
3. brushes
4. dry markers
5. rulers
6. scissors
7. glue
8. contact cement
9. butcher paper
10. stapler
11. projectors
    a. movie
    b. opaque
    c. overhead
    d. filmstrip
12. carpentry tools
13. make-up kit
14. sewing machine
15. equipment for nursing clinic

VI. Methods of Evaluation

Include all types of evaluation which you will use while you are teaching the unit. These may include:

A. Pre-test and post test
B. Class participation
C. Ability to work cooperatively in groups
D. Teacher-devised examination, both written and oral
E. Oral and written reports
F. Techniques used in interviewing resource persons
G. Demonstration of skills and/or knowledge acquired from unit
H. Students' evaluation of unit
I. Students' interest in unit
J. Parents' evaluation of unit
K. Principal's and/or other teachers' evaluation of unit

OH NO! I TRIED IT BUT IT DIDN'T WORK!

Who has time for Career Education?

Now don't be alarmed. Many times people have tried to develop career education units but ran into trouble. Here are a few of the troubles we had when we started. Under each, we have tried to tell you how we coped. You might think of other ways.

PROBLEM NO. 1: Teachers do not appear to accept the career education concept readily.

what we did:

showed them how effective they could be by letting them observe other effective career education teachers.

showed them results of some effective units; we had colleagues to encourage them.

encouraged students who had enjoyable learning experiences in career education activities to ask their other teachers to try it.

conducted small career education in-service meetings in individual school systems.

visited *every* teacher in the fall as a regular part of our annual follow-up procedure.

were, as always, ready to offer assistance to newcomers.

PROBLEM NO. 2: Teachers state they are teaching career education already.

what we did:

emphasized the full scope of career education ranging from the occupational clusters to the adaptability skills.

asked them if their teaching included these activities.

again, showed teachers an "in-depth" unit in career education and then invited them to make a comparison between this approach and their own approach.

asked them if they related classroom activities to the world of work.

PROBLEM NO. 3: Teachers are overloaded already; they feel they have no time for career education units.

what we did:

showed them how to infuse career education concepts into their existing lesson plans.

showed them how career education could make learning more enjoyable for them and more exciting for their students.

explained to them that the unit method was not always the best method. Career education concepts, when meshed with regular studies, become a more natural part of the learning process.

gave recognition to hard-working teachers.

PROBLEM NO. 4: Teachers lack confidence in writing career education units.

what we did:

explained to them that there is no one set way to write a unit.

allowed them to write their objectives, activities, evaluation methods in a way with which they would feel most comfortable.

gave them copies of other teachers' units.

provided them with their own copies of units written by workshop participants.

encouraged them to incorporate parts of a unit into their classroom activities at first; then encouraged them to try a complete unit.

PROBLEM NO. 5: Administrators will be skeptical of time spent away from academics.

what we did:

emphasized to administrators that career education enhanced the academics rather than weakened them.

involved instructors who taught college-bound students in career education activities, as well as those who taught non-college-bound students.

advocated that career education is for *all* students.

NOW THAT YOU CAN WRITE A CAREER EDUCATION UNIT:

WHY NOT:

write some?

teach others how?

think up new ways to do it other than ours?

show some units to your friends?

make a collection and send them to us?

If you do send us some, we'll return the favor!